

School Year 2023-2024

Didactic Programme for Physical Education - 6th Grade Primary Education



Growing together to achieve international success

Didactic programming for the area of PHYSICAL EDUCATION

6th year of Primary Education

Year 2023/2024

Vicente Cañada Blanch Secondary School

LONDON

PREPARED BY THE 6TH GRADE PRIMARY SCHOOL TEACHING TEAM

Cross-cutting elements

In order to facilitate the monitoring of the programme and not to saturate the design of situations with repetitive curricular elements, below I will point out those which, due to their general and fundamental nature, will guide the entire programme regardless of the learning situation being developed. Most of them correspond to the area of "knowing how to be" and are inherent to any proposal from the area of PE.

Descriptors		
<p>1STEM5. Participates in scientifically based actions to promote health and preserve the environment and living beings, applying ethical and safety principles and practising responsible consumption.</p> <p>2CPSAA4. Recognises the value of personal effort and dedication to improving their learning and adopts critical stances in guided reflection processes.</p> <p>3CPSAA1. Is aware of own personal emotions, ideas and behaviours and employs strategies to manage them in situations of tension or conflict, adapting to change and harmonising them to achieve own goals.</p> <p>3CCL1. Expresses facts, concepts, thoughts, opinions or feelings in oral, written, signed or multimodal form, with clarity and appropriateness to different everyday contexts of his/her personal, social and educational environment, and participates in communicative interactions with a cooperative and respectful attitude, both to exchange information and create knowledge and to build personal links.</p> <p>3CCL5. Puts their communicative practices at the service of democratic coexistence, the dialogical management of conflicts and the equal rights of all people, detecting discriminatory uses, as well as abuses of power, in order to favour not only the effective but also the ethical use of the different communication systems.</p> <p>3 CC2. Participates in community activities, in decision-making and in the resolution of conflicts in a dialogue-based manner that respects democratic procedures, the principles and values of the European Union and the Spanish Constitution, human and children's rights, the value of diversity, and the achievement of gender equality, social cohesion and the Sustainable Development Goals.</p> <p>3Y4 CC3. Reflects and discusses current values and ethical issues, understanding the need to respect different cultures and beliefs, to care for the environment, to reject prejudices and stereotypes, and to oppose any form of discrimination or violence.</p>		
Basic knowledge	Specific competences	Evaluation criteria

<p>A.2 (...)Respect and acceptance of one's own body and the body appearance of others.</p> <p>A.3 Autonomous body hygiene habits in everyday actions.</p> <p>B.5 (...) Importance of respecting safety rules. Commitment to responsibility for the safety of self and others.</p> <p>D.1 Emotional management: anxiety and motor situations. Coping and management strategies.</p> <p>D.2 Social skills: teamwork strategies for the constructive resolution of conflicts in collective motor situations.</p> <p>D.4 Identification, approach and rejection of violent or anti-coexistence behaviour in motor situations (discrimination based on gender, culture, ability or motor skills; xenophobic, racist or sexist attitudes; sexual abuse or any form of violence).</p>	<ol style="list-style-type: none"> 1. Adopt an active and healthy lifestyle, regularly practising physical, recreational and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to well-being. 2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts. 3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethno-cultural, social, gender and ability differences of the participants, in order to contribute to coexistence and ethical commitment in the different spaces in which they participate. 4. Recognise and practise different recreational, physical-sports and artistic-expressive manifestations of motor culture, valuing their influence and their aesthetic and creative contributions to culture. traditional and contemporary, in order to integrate them into motor situations that are regularly used in everyday life. 	<ol style="list-style-type: none"> 1.3 Adopt safety measures before, during and after the practice of physical activity, recognising the contexts of risk and acting with caution in the face of them. 1.4 Identify and address behaviours related to the body, physical activity and sport that are harmful to health or negatively affect coexistence, adopting positions of rejection of violence, discrimination and gender stereotypes, and actively avoiding their reproduction. 2.3 Acquire progressive body control and mastery, using the qualitative and quantitative components of motor skills in an efficient and creative way and facing the demands of problem-solving in motor situations transferable to their living space. 3.1 Participate in motor activities, from the self-regulation of their performance, with predisposition, effort, perseverance and growth mentality, controlling impulsivity, managing emotions and expressing them in an assertive way. 3.2 Respect the agreed rules, as well as the rules of the game, and act within the parameters of sportsmanship and fair play, recognising the actions of teammates and rivals. 3.3 Coexist showing in the context of motor practice social skills, dialogue in conflict resolution and respect for diversity, whether of gender, affective-sexual, national origin, ethnic, socio-economic or motor competence, as well as a critical attitude and an active commitment to stereotypes, discriminatory actions and violence, with special emphasis on the promotion of gender equality. 4.1 Actively participate in motor games and other artistic-expressive manifestations rooted in one's own culture, traditional or current, as well as others from different cultures, recognising and transmitting their cultural value and their potential as a space for constructive interactions between people from different origins and understanding the advantages of their conservation.
<p>Evaluation instruments</p>		
<p>Anecdotal Quantitative rubric</p>		

FIRST QUARTER

Learning Scenario 1		Timing
THE RACE BEGINS		September (2 sessions)
Descriptors		
<p>1 CPSAA2. Knows the most relevant risks and the main assets for health, adopts healthy lifestyles for physical and mental well-being, and detects and seeks support in violent or discriminatory situations.</p> <p>3CCL1. Express facts, concepts, thoughts, opinions or feelings in oral, written, signed or multimodal form, with clarity and appropriateness to different everyday contexts of their personal, social and educational environment, and participate in communicative interactions with a cooperative and collaborative attitude. respectful, both to exchange information and create knowledge and to build personal links.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>B.5 (...) Importance of respecting safety rules. Commitment to responsibility for the safety of self and others.</p> <p>D.1 Emotional management: anxiety and motor situations. Coping and management strategies.</p> <p>D.2 Social skills: teamwork strategies for the constructive resolution of conflicts in collective motor situations.</p> <p>D.4 Identification, approach and rejection of violent or anti-coexistence behaviour in motor situations (discrimination based on gender, culture, ability or motor skills; xenophobic, racist or sexist attitudes; sexual abuse or any form of violence).</p>	<p>1. Adopt an active and healthy lifestyle, regularly practising physical, recreational and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to wellbeing.</p> <p>3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethno-cultural, social, gender and ability differences of the participants, in order to contribute to coexistence and ethical commitment in the different spaces in which they participate.</p>	<p>1.3 Adopt safety measures before, during and after the practice of physical activity, recognising risk contexts and acting with caution in the face of them.</p> <p>3.1 Participate in motor activities, from the self-regulation of their performance, with predisposition, effort, perseverance and growth mentality, controlling impulsivity, managing emotions and expressing them in an assertive way.</p> <p>3.2 Respect the agreed rules, as well as the rules of the game, and act within the parameters of sportsmanship and fair play, recognising the actions of teammates and rivals.</p> <p>3.3 Coexist showing in the context of motor practice social skills, dialogue in conflict resolution and respect for diversity, whether of gender, affective-sexual, national origin, ethnic, socio-economic or motor competence, as well as a critical attitude and an active commitment to stereotypes, discriminatory actions and violence, with special emphasis on the promotion of gender equality.</p>
Evaluation instruments		
<p>Anecdotal</p> <p>Quantitative rubric</p>		

Learning Scenario 2		Timing
SWIM!		September-March
Descriptors		
<p>2CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.</p> <p>CPSAA2. Knows the most relevant risks and the main assets for health, adopts healthy lifestyles for physical and mental well-being, and detects and seeks support in violent or discriminatory situations.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>B.3 Autonomous body hygiene habits in everyday actions.</p> <p>B.5 (...) Importance of respecting safety rules. Commitment to responsibility for the safety of self and others.</p> <p>C.1 Decision-making: selection of actions according to the environment in individual motor situations (...)</p> <p>C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.</p> <p>C.3 Conditional capacities: basic and resultant physical capacities (coordination, balance and agility).</p> <p>D.2 Emotional management: anxiety and motor situations. Coping and management strategies.</p> <p>F.1 Rules of use: road safety education through physical activity and sport. Safe, healthy and sustainable mobility.</p> <p>F.5 Practice of physical activities in the natural and urban environment.</p> <p>F.6 Care for the immediate environment (...), during the practice of physical activity in the natural and urban environment.</p>	<p>1. Adopt an active and healthy lifestyle, regularly practising physical, recreational and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to well-being.</p> <p>2. Adapt the elements of the body schema, the capacities physical, perceptual-motor and coordination skills, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts.</p> <p>5. Value different natural and urban environments as contexts for motor practice, interacting with them and understanding the importance of their conservation from a sustainable approach, adopting measures of individual responsibility during the practice of games and physical-sports activities, in order to carry out an efficient and respectful practice with the environment and participate in its care and improvement.</p>	<p>1.2 Integrate the processes of body activation, dosage of effort, relaxation and hygiene in the practice of motor activities, internalising the routines of healthy and responsible motor practice.</p> <p>1.3 Adopt safety measures before, during and after the practice of physical activity, recognising the contexts of risk and acting with caution in the face of them.</p> <p>2.3 Acquire progressive body control and mastery, using the qualitative and quantitative components of motor skills in an efficient and creative way and facing the demands of problem-solving in motor situations transferable to their living space.</p> <p>5.1 Adapt motor actions to the uncertainty of the natural and urban environment in terrestrial or aquatic contexts in an efficient and safe way, valuing their possibilities for the practice of physical activity and acting from an eco-sustainable perspective of the environment and the community.</p>
Evaluation instruments		

Swimming, travel and use of sports facilities.

SECOND QUARTER

Learning Scenario 3	Timing	
DANCE!	March-April	
Descriptors		
<p>2CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.</p> <p>4 CCEC2. Recognises and is interested in the specificities and intentions of the most outstanding artistic and cultural manifestations of heritage, identifying the media and supports, as well as the languages and technical elements that characterise them.</p> <p>4 CCEC3. Expresses ideas, opinions, feelings and emotions in a creative way and with an open and inclusive attitude, using different artistic and cultural languages, integrating their own body, interacting with the environment and developing their affective capacities.</p> <p>4 CCEC4. Experiments creatively with different media and supports, and diverse plastic, visual, audiovisual, sound or body techniques, in order to elaborate artistic and cultural proposals.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>C.2 (...) spatial (distance and path perception, orientation in space), temporal (simultaneity and succession of actions) and spatio-temporal organisation (rhythm, perceptual adjustment in sending and intercepting mobile trajectories).</p> <p>C.5 Motor creativity: identification of internal or external stimuli requiring instantaneous readjustment of motor action.</p> <p>E.3 Practice of expressive rhythmic-musical activities.</p>	<p>2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts.</p> <p>4. Recognise and practise different recreational, physical-sports and artistic-expressive manifestations of motor culture, valuing their influence and their aesthetic and creative contributions to traditional and contemporary culture, in order to integrate them into the motor situations regularly used in everyday life.</p>	<p>2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.</p> <p>4.2 Value sport as a cultural phenomenon, analysing gender or ability stereotypes and sexist behaviours that sometimes occur in its context, rejecting them and adopting attitudes that avoid their reproduction in the future.</p>
Evaluation instruments		
<p>Quantitative group composition scale Teamwork rubric</p>		

THIRD QUARTER

Learning Situation 4		Timing
MODIFIED INVASION GAMES		May-June
Descriptors		
<p>2Y3 CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.</p> <p>3 CPSAA3. Recognises and respects the emotions and experiences of others, participates actively in group work, assumes assigned individual responsibilities and employs cooperative strategies aimed at achieving shared goals.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>C.1 Decision-making: selection of actions according to the environment in individual motor situations. Selection of actions for spatial-temporal adjustment in interaction with peers in cooperative situations. Selection of areas for sending the mobile from where it is difficult to return it in motor situations of pursuit and interaction with a mobile. Appropriate selection of motor skills in oppositional contact situations. Unmarking and positioning in a place from which to constitute a support for others in collaborative-oppositional motor situations of pursuit and interaction with a mobile.</p> <p>C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.</p> <p>D.3 Concept of fairplay.</p>	<p>2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts.</p> <p>3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethno-cultural, social, gender and ability differences of the participants, in order to contribute to coexistence and ethical commitment in the different spaces in which they participate.</p>	<p>2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.</p> <p>2.2 Apply basic principles of decision-making in recreational situations, modified games and sports activities based on anticipation, adjusting them to the demands derived from the motor objectives and to the internal logic of individual, cooperative, oppositional and collaborative-oppositional situations, in real or simulated contexts of action, reflecting on the solutions obtained.</p>
Evaluation instruments		
<p>GPAI (Game Performance Assessment Instrument) Teamwork and Role Play Rubric</p>		

Learning Scenario 5	Timing
FLOORBALL SEASON	June-July
Descriptors	

<p>2Y3 CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.</p> <p>3 CPSAA3. Recognises and respects the emotions and experiences of others, participates actively in group work, assumes assigned individual responsibilities and employs cooperative strategies aimed at achieving shared goals.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>C.1 Decision-making: selection of actions according to the environment in individual motor situations. Selection of actions for spatial-temporal adjustment in interaction with peers in cooperative situations. Selection of areas for sending the mobile from where it is difficult to return it in motor situations of pursuit and interaction with a mobile. Appropriate selection of motor skills in oppositional contact situations. Unmarking and positioning in a place from which to constitute a support for others in collaborative-oppositional motor situations of pursuit and interaction with a mobile.</p> <p>C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.</p> <p>D.3 Concept of fairplay.</p>	<p>2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts.</p> <p>3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethno-cultural, social, gender and ability differences of the participants, in order to contribute to coexistence and ethical commitment in the different spaces in which they participate.</p>	<p>2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.</p> <p>2.2 Apply basic principles of decision-making in recreational situations, modified games and sports activities based on anticipation, adjusting them to the demands derived from the motor objectives and to the internal logic of individual, cooperation, opposition and collaboration-opposition situations, in real or simulated performance contexts, reflecting on the solutions obtained.</p>
<p>Evaluation instruments</p> <p>GPAI (Game Performance Assessment Instrument) Teamwork and Role Playing Rubric</p>		

DURING THE COURSE:

Learning Situation 6 (TRANSVERSAL)	Timing
HEALTH CORNER II	Course
<p>Descriptors</p> <p>1 STEM5. Participates in scientifically based actions to promote health and preserve the environment and living beings, applying principles of ethics and safety and practising responsible consumption.</p> <p>1 CPSAA2. Knows the most relevant risks and the main assets for health, adopts healthy lifestyles for physical and mental well-being, and detects and seeks support in violent or discriminatory situations.</p> <p>4 CC3. Reflects and discusses current values and ethical issues, understanding the need to respect different cultures and beliefs, to care for the environment, to reject prejudices and stereotypes, and to oppose any form of discrimination or violence.</p>	

4 CCEC1. Recognises and appreciates the fundamental aspects of cultural and artistic heritage , understanding the differences between different cultures and the need to respect them.		
Basic knowledge	Specific competences	Evaluation criteria
<p>A.1 Physical health: beneficial physical, psychological and social effects of an active lifestyle (...). Postural education in specific motor actions. Personal responsibility in the care of the body</p> <p>A.3 Social health: approaching the effects of health-related bad habits and influencing physical activity practice</p> <p>B.3 Autonomous body hygiene habits in everyday actions.</p> <p>B.6 Basic actions in the event of accidents during physical activities. Lateral safety position. PAS behaviour (protect, warn, assist).</p> <p>E.4 Sport and gender perspective: sexism in amateur and professional sport.</p> <p>F.1 Rules of use: road safety education through physical activity and sport.</p> <p>F.2 Safe, healthy and sustainable mobility - Active, safe and sustainable transport: bicycles, skates, scooters.</p>	<p>1. Adopt an active and healthy lifestyle, regularly practising physical, recreational and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to wellbeing.</p> <p>4. Recognise and practise different recreational, physical-sports and artistic-expressive manifestations of motor culture, valuing their influence and their aesthetic and creative contributions to traditional and contemporary culture, in order to integrate them into the motor situations regularly used in everyday life.</p>	<p>1.1 Recognise the beneficial physical and mental effects of physical activity as a preliminary step to its integration into everyday life.</p> <p>1.4 Identify and address behaviours related to the body, physical activity and sport that are harmful to health or negatively affect coexistence, adopting positions of rejection of violence, discrimination and gender stereotypes, and actively avoiding their reproduction.</p> <p>4.2 Value sport as a cultural phenomenon, analysing gender or ability stereotypes and sexist behaviours that sometimes occur in its context, rejecting them and adopting attitudes that avoid their reproduction in the future.</p>
Evaluation instruments		
Classroom notebook or work Written test.		

Learning Situation 7 (TRANSVERSAL)	Timing	
CROSS EF	Course	
Descriptors		
<p>1 STEM5. Engages in scientifically based actions to promote health and preserve the environment and living beings, applying principles of ethics and safety and practising responsible consumption.</p> <p>1 SC3. Creates original ideas and solutions, plans tasks, cooperates with others in teams, valuing the process carried out and the result obtained, in order to carry out an entrepreneurial initiative, considering the experience as an opportunity to learn.</p>		
Basic knowledge	Specific competences	Evaluation criteria
B.4 Planning and self-regulation of motor projects: monitoring and evaluation during the process and of the outcome.	1. Adopt an active and healthy lifestyle, practising regularly and regularly activities physical activities,	1.2 Integrate the processes of body activation, effort dosing, relaxation and hygiene in

<p>B.5 Accident prevention in motor practice: general warm-up and cool-down (...). C.3 Conditional capacities: basic and resulting physical capacities (coordination, balance and agility). C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.</p>	<p>and sports, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate habits of systematic physical activity that contribute to well-being.</p>	<p>the practice of motor activities, internalising the routines of healthy and responsible motor practice.</p>
<p>Evaluation instruments</p>		
<p>HIIT design work Quantitative scale classroom implementation</p>		

NOTE 1: Specific competence 5 and its consequent assessment criteria, as well as the basic knowledge "F3, 5 and 6" are not reflected in the proposal because it does not depend on the development of the classroom programme, but is conditioned by outings to natural or urban environments. Their descriptors (STEM5, CC2 and CE3) are linked to the different learning situations proposed.

NOTE2: The implementation of the programme and the timing of the learning situations is conditioned by the resources in terms of facilities available to us, and may be modified by the impossibility of developing all the sessions in a space that is adequate for the didactic aims of the programme.

8.2. Qualification criteria

As a consequence of the programme approach described above, three types of basic knowledge are distinguished. Those of a transversal nature that will evolve throughout the whole programme and which are described in the transversal section and allude to aspects inherent to the whole programme and are an essential element and requirements for accessing the rest of the proposals; those, also of a transversal nature, which are specified in a learning situation that takes place throughout the course (CROSSEF); and the rest, which are the specific assessment criteria for each of the proposed learning situations. The following grading percentages are established for each of the blocks described:

Transversal	CrossEF	Specific	Total
40%	10%	50%	100%

8.3. Procedures for the evaluation of the teaching programme and teaching practice

The descriptors to be taken into account for this procedure are set out below:

1. Teaching practice:

- a. Curricular design (curricular sequencing, tasks, timing, adaptation to the CDB, the evaluation itself (meta-evaluation).
- b. Teacher development:
 - i. Didactic action: methodology, grouping, time and space. Adaptation to the level of the students. Attention to diversity. Communication with students.
 - ii. Realisation phase: objectives achieved, motivation, hidden curriculum.

2. In the centre:

- a. Horizontal (parallel) and vertical (cycle-centre) coordination. Specialist coordination.
- b. Complementary and extracurricular activities. Opening.
- c. Work dynamics.
- d. Communication with colleagues and families

We propose the following interventions to address the assessment of both areas::

- Through an anecdotal record we will collect observations on the development of the sessions.
- We will pass an evaluation questionnaire to the third cycle students about the area and the teacher.
- Analysis of the academic results and tests carried out.